

# **Career & Technical Education**

## **Program of Studies**

### **Implementation Manual**

**Revised  
December 2001**

***Course Models***



Kentucky Department of Education  
Career & Technical Education

## BUSINESS EDUCATION

Course Title	Recommended Grade Level										Recommended Credit
	4	5	6	7	8	9	10	11	12		
Business Economics**						X	X	X	X	½ - 1	
Touch Keyboarding for 4-6 <sup>th</sup> Grade	X	X	X							N/A	
Business and Marketing Career Exploration				X	X	X				1	
Exploratory Computers				X						1	
Keyboarding Applications					X	X				1	
Computer and Technology Applications						X	X	X	X	1	
Advanced Computer Applications							X	X	X	1-3	
Mathematics for Business and Industry						X	X	X		1	
Business Principles and Applications						X	X			1	
Accounting I						X	X	X		1	
Accounting II*							X	X	X	1-3	
Financial Services I*							X	X	X	1-3	
Financial Services II*								X	X	1-3	
Advanced Finance and Credit*								X	X	1-3	
Business Law*							X	X	X	1-3	
Business Management*								X	X	1-3	
Business Technology						X	X	X	X	1	
Entrepreneurship*								X	X	1-3	
Word Processing						X	X	X	X	1	
Business Communication*								X	X	1-3	
Electronic Office*								X	X	1-3	
Multi-Media Publishing*							X	X	X	1-3	
International Business*								X	X	1-3	
Medical Office*								X	X	1-3	
Legal Office*								X	X	1-3	

\*Credit may be awarded for junior/senior level courses for both the related class (1 credit) and the work-site experiences. The credit for work-site experiences is based on the number of class hours spent at the work site for a maximum of two (2) credits per related class.

\*\*Business Economics is an interdisciplinary course which meets the graduation requirement for Economics.

## Overview of Business Education

The vision of Kentucky Business Education is to promote business professional development, enhance leadership, provide relevant curriculum, and to be vital to the education of all students. Kentucky Business Education will:

- operate as the center for industry standard desktop and communications technology in schools,
- provide a critical link in school to employment or postsecondary education,
- develop stronger relationships with the business community in terms of mutual advocacy, cooperative field experiences, employment placement, and support for FBLA experiences,
- represent a necessary component in the education of all students,
- require and promote critical thinking and problem solving,
- offer a flexible curriculum based on standards and that adapts to change, and
- have a broad network of business partnerships.

The Kentucky Chapter of International Association of Administrative Professionals (IAAP) and the Business and Marketing Education Team have developed the skill standards required to obtain an Administrative Support Services Certificate. Students may obtain this skill standards certificate by taking four specific business education courses and reaching proficiency on the skill standards assessment. These standards reflect what employers are looking for when they seek to hire employees and are essential for students to be able to do upon graduation.

The Kentucky Bankers Association and the Business and Marketing Education Team have developed the skill standards required to obtain a Financial Services Certificate. Students may obtain this skill standard certificate by taking four specific business education courses and reaching proficiency on the skill standard assessment.

Students are encouraged to participate in cooperative education and other work-based learning experiences. Cooperative Education consists of in-school instruction combined with on-the-job work experience. Specific guidelines are outlined in 705 KAR 4:041. Information on other types of work-based learning are described in detail in the document Work-Based Learning Guide 2000, which is available on the KDE web page at:

<http://www.kde.state.ky.us/careerandtechnicaleducation/resourcesandpublications>.

**Business Economics** is an interdisciplinary course which meets the graduation requirement for Economics, the Social Studies requirement.

School-based enterprises (banks, publishing companies, etc.) operated by students under the direction of a Business Education Teacher are encouraged and strengthen the student's classroom educational experience.

Computer and Technology Applications and Word Processing are courses having statewide articulation agreements. These agreements provide students with an opportunity to proceed from secondary to post-secondary, technical, and higher education in these computer-related areas in a non-duplicative manner.

Several courses in the Business Education Program Area are cross-referenced with the Marketing Program Area. Cross-referenced courses are available in both program areas and may be taught by teachers certified in either Business or Marketing Education.

Future Business Leaders of America (FBLA) is the organization for Business Education students. The co-curricular activities of FBLA must be an integral part of approved business education programs with all students encouraged to become involved in these activities. These experiences enhance leadership

development, promote citizenship, and facilitate the transition from school to careers.

# BUSINESS AND MARKETING CAREER CLUSTER

## BUSINESS CAREER MAJORS

Business Management	Accounting Services	**Administrative Support Services	Legal Office Services
Business and Marketing Career Exploration (7 <sup>th</sup> – 8 <sup>th</sup> Grades)			
Exploratory Computers (7 <sup>th</sup> Grade)		Keyboarding Applications (8 <sup>th</sup> Grade)	
Grades 9-12			
Recommended Courses	Recommended Courses	Recommended Courses	Recommended Courses
Computer & Technology Appl. Accounting I Business Law OR Business Economics *Business Management	Computer & Technology Appl. .Accounting I *Accounting II	Accounting I Computer & Technology Appl. *Electronic Office	Computer & Technology Appl. Word Processing Business Law *Legal Office Electronic Office
Elective Courses	Elective Courses	Elective Courses	Elective Courses
Accounting II ***Agricultural Business Farm Management Business Communication Entrepreneurship International Business Keyboarding Applications ***Principles of Marketing ***Other Courses	Business Principles and Applications Advanced Computer Applications Business Management Business Law Keyboarding Applications ***Other Courses	Business Principles and Applications Advanced Computer Applications Business Communication Business Economics Business Management Keyboarding Applications Word Processing ***Other Courses	Business Principles and Applications Advanced Computer Applications Business Communication Keyboarding Applications ***Other Courses
<p>*Credit may be awarded for these junior-senior-level courses for <u>both</u> the related class (1 credit) and the work-site experiences. The credit for work-site experiences is based on the number of hours spent at the work site for a maximum two (2) credits per related class.</p> <p>**A skill standard certificate entitled Administrative Support Services can be obtained by taking Accounting I, Computer &amp; Technology Applications, Electronic Office and one elective and passing the skill standard assessment.</p> <p>***Other Courses can be taken that are directly related to career major.</p>			
NOTE: To complete a career major, students must earn four career-related credits within the major. Three credits must come from recommended courses <u>and</u> include an upper-level course (courses indicated with one asterisk).			
NOTE: Business Economics is an interdisciplinary course which meets the graduation requirement for Economics.			

## BUSINESS AND MARKETING CAREER CLUSTER

**BUSINESS CAREER MAJORS (continued)**

<b>Medical Office Services</b>	<b>Information Processing Services (MOUS Certification)</b>	<b>**Financial Services</b>	<b>Office/Clerical Services</b>
<b>Business and Marketing Career Exploration (7<sup>th</sup> – 8<sup>th</sup> Grades)</b> <b>Exploratory Computers (7<sup>th</sup> Grade)</b> <b>Keyboarding Applications (8<sup>th</sup> Grade)</b>			
<b>Grades 9-12</b>			
<b>Recommended Courses</b>	<b>Recommended Courses</b>	<b>Recommended Courses</b>	<b>Recommended Courses</b>
Computer & Technology Appl. Word Processing *Medical Office	Computer & Technology Appl. Advanced Computer Applications *Electronic Office	Computer & Technology Appl. Accounting I *Financial Services I *Financial Services II	In this career major any four (4) courses in the Business Education Curriculum may be taken to achieve this career major. There is no upper-level course.
<b>Elective Courses</b>	<b>Elective Courses</b>	<b>Elective Courses</b>	<b>Elective Courses</b>
Accounting I Advanced Computer Applications Business Communication Business Principles and Applications Keyboarding Applications ***Medical Terminology ***Other Courses	Business Communication Keyboarding Applications Word Processing Multi-Media Publishing ***Other Courses	Accounting II Advanced Finance and Credit Business Communication Business Law Entrepreneurship Keyboarding Applications ***Principles of Marketing ***Other Courses	
<p>*Credit may be awarded for these junior/senior-level courses for <u>both</u> the related class (1 credit) and the work-site experiences. The credit for work-site experiences is based on the number of class hours spent at the work site for a maximum of two (2) credits per related class.</p> <p>**A skill standards certificate entitled Financial Services can be obtained by taking Accounting I, Computer &amp; Technology Applications, Financial Services I, Financial Services II, or one elective course and passing the skill standards assessment,</p> <p>***Other Courses can be taken that are directly related to career major.</p>			
<p>NOTE: To complete a career major, students must earn four career-related credits within the major <u>and</u> complete the current required credits for graduation. Three credits must come from recommended courses <u>and</u> include an upper-level course (courses indicated with one asterisk).</p>			
<p><b>NOTE: Business Economics is an interdisciplinary course which meets the graduation requirement for Economics.</b></p>			

## MODEL COURSE SEQUENCE

BUSINESS MARKETING CAREER CLUSTER			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Computer & Technology Applications	Advanced Computer Applications	Business Technology	Financial Services I
BUSINESS AND MARKETING CAREER CLUSTER			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Computer & Technology Applications	Business Technology	Financial Services I	Multi-Media Publishing

## MODEL COURSE SEQUENCE

ADMINISTRATIVE SUPPORT CAREER MAJOR			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Computer & Technology Applications	Accounting I	Word Processing (Elective)	Electronic Office
ADMINISTRATIVE SUPPORT CAREER MAJOR			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Computer & Technology Applications	Advanced Computer Applications (Elective)	Accounting I	Electronic Office



## **Course Overview:**

This course is a ½-credit course designed to be a comprehensive study of economics which meets the economics requirement for graduation. It provides an in-depth study of how people produce, distribute, and consume goods and services. Economic terminology, theory, and a comparison of economic systems and policies are integral to the course. Simulations and/or actual work situations may be used to provide practical experience with various economic conditions.

## **Guiding/Essential Questions:**

- **What role does the government play in a nation's economy?**
  - Discuss how economic policies are determined by elected officials.
  - Demonstrate an understanding of the cause/effect of business cycles and how monetary and fiscal policy can be used to regulate these problems.
  - Compare the characteristics and benefits of a market economy, command economy, mixed economy and traditional economy and how each economic system answers the basic economic problem of scarce resources.
  - Examine the relationship between the government and the economy.
- **What role do I play in the economy?**
  - Utilize decision-making models to make economic choices and determine the opportunity cost of those choices.
  - Utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.
  - Apply economic concepts through simulations.
- **How does the economy meet the needs of its citizens?**
  - Discuss how the economy of the United States attempts to meet the needs of its citizens.
  - Understand why people from other nations have come to the United States because of economic opportunities.
  - Demonstrate employability and social skills relative to the career cluster.
- **How do culture and different belief systems affect the decisions that consumers make?**
  - Analyze economic concepts and understand their relevance to different economic situations.
  - Analyze the impact of international issues and concerns on personal, national, and international economics.
  - Analyze the role culture plays in economic issues of production, distribution, and consumption of goods and services.
  - Apply economic concepts through simulations.
- **Why is it important to study and understand economics?**
  - Analyze economic concepts and understand their relevance to different economic situations.
  - Create graphs that illustrate shortages and surplus and describe how the market works to eliminate these conditions; identify the effects each change has on equilibrium price and

- quantity.
- Analyze current economic conditions by using economic indicators.
- Apply economic concepts through simulations.
- **What importance does geography have in a national and/or global economy?**
  - Understand that scarcity is the basic economic problem facing individuals, societies, and nations.
  - Analyze how a nation's wealth and trade potential are tied to its resources.
  - Explore how international trade and multinational companies have led to a global economy.
  - Apply economic concepts through simulations.
- **Why has the economy of the United States changed over time, and have the changes improved the economic condition of its citizens?**
  - Understand how the United States' economy has changed from a rural to an industrial economy to a leader in the global economy.
  - Appraise the effects of technological changes, changes in consumer preferences, price inputs, environment, and legislation on supply and demand and price of goods/services.
  - Create demand curve graphs for two firms (one monopoly and one oligopoly) and explain the levels of output for a firm in perfect conditions.
  - Apply math and communication skills within the technical content.
  - Apply economic concepts through simulations.

**Contributions by:**

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Academic Expectations	Guiding Questions	Correlation to the Program of Studies
<p><b>Government and Civics (2.14, 2.15)</b></p>	<p>What role does the government play in a nation's economy?</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• discuss how economic policies are determined by elected officials.</li> <li>• demonstrate an understanding of the cause/effect of business cycles and how monetary and fiscal policy can be used to regulate these problems.</li> <li>• examine the relationship between the government and the economy.</li> <li>• apply economic concepts through simulations.</li> <li>• analyze decision on distribution of resources.</li> <li>• discuss taxes and how they affect the economy.</li> </ul>

Academic Expectations	Guiding Questions	Correlation to the Program of Studies
<b>Government and Civics (2.14, 2.15)</b>	What role do I play in the economy?	<b>Students will</b> <ul style="list-style-type: none"> <li>utilize decision-making models to make economic choices and determine the opportunity cost of those choices.</li> <li>utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> </ul>

Sample Activities	Sample Extensions for Diverse Learners
<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• write a report for American Enterprise Project to promote as awareness of a facet of the American Enterprise System.</li> <li>• promote committee involvement with FBLA and/or DECA. Design a reporting chart for the committees to know who and when they should report their progress. Write an article to the local newspaper about the function of the committee and plans for an event.</li> <li>• discuss responsible membership in FBLA and/or DECA and prepare a plan for involving members in the activities of the organization. Submit plan to officer team for implementation.</li> <li>• develop questions and interview a government official about the economic development plans for the community. Prepare a report for the FBLA/DECA meeting that will explain how the student organization can support the county plan. Present report to local leaders.</li> <li>• trace a product from beginning to purchase. Create a flow chart to reflect the process. Explain the role of the citizen along the way.</li> </ul> <p><i><b>Technology suggestion:</b> Create a powerpoint presentation showing the process.</i></p> <ul style="list-style-type: none"> <li>• select a stock on the stock market and track its progress in the market for a period of time. Trace the political issues which affect the markets both in the United States and around the world. Write a recommendation (persuasive piece) to a potential investor reflecting your choices for best stocks and best time to buy.</li> </ul> <p><i><b>Technology suggestion:</b> Use the internet to track stocks.</i></p> <ul style="list-style-type: none"> <li>• define the economic policy of the current administration and evaluate its impact on the economy and consumers.</li> <li>• write a letter to your current President, Senator or Representative encouraging the change or continuation of those policies. (WP-Transactive)</li> </ul>	

<b>Academic Expectations</b>	<b>Guiding Questions</b>	<b>Correlation to the Program of Studies</b>
<b>Culture and Society (2.16, 2.17)</b>	How does the economy meet the needs of its citizens?	<b>Students will</b> <ul style="list-style-type: none"> <li>• discuss how the economy of the United States attempts to meet the needs of its citizens.</li> <li>• understand why people from other nations have come to the United States because of economic opportunities.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>

<b>Academic Expectations</b>	<b>Guiding Questions</b>	<b>Correlation to the Program of Studies</b>
<b>Culture and Society (2.16, 2.17)</b>	How do culture and different belief systems affect decisions that consumers make?	<b>Students will</b> <ul style="list-style-type: none"> <li>• explain the difference between macroeconomics and microeconomics choices.</li> <li>• analyze the impact of international issues and concerns on personal, national, and international economics.</li> <li>• analyze the role culture plays in economic issues of production, distribution, and consumption of goods and services.</li> </ul>

Sample Activities	Sample Extensions for Diverse Learners
<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• investigate ethics in advertising; why people do or do not buy products. Create an advertisement for different cultures and/or languages.</li> <li>• discuss committee use within FBLA/DECA and how the work performed by the committee affects the success of the organization. Write a news release explaining a solution to a problem in the community corrected with a community service/free enterprise project.</li> <li>• discuss office politics—role of employees and employers and the effect that politics has on production. Design a game about the jobs or the communication within a working situation.</li> <li>• develop community service project which involves research and discuss cultural differences pertaining to entrepreneurship/free enterprise in business operation. Create a report with graphics as a plan of action.</li> <li>• discuss and role play employee/employer relationships and their importance to economic development in the community. Survey businesses in the community about the needs within the area. Role play within groups an important principle of employee/employer relationships and behavior. The audience (peers) will identify the principle at the end of the role play.</li> <li>• research unemployment rates over time. Compare unemployment rates to consumer spending. Graph the results.</li> <li>• research consumer spending of teenagers and adults. Analyze the types of products on which they spend the most, looking for similarities and differences. Create a chart showing the results of the survey.</li> </ul>	

Academic Expectations	Guiding Questions	Correlation to Program of Studies
<p><b>Economics</b> <b>(2.18, 2.19)</b></p>	<p>Why is it important to study and understand economics?</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• analyze economic concepts and understand their relevance to different economic situations.</li> <li>• create graphs that illustrate shortages and surplus and describe how the market works to eliminate these conditions; identify the effects each change has on equilibrium price and quantity.</li> <li>• apply economic concepts through simulations.</li> </ul>



Academic Expectations	Guiding Questions	Correlation to Program of Studies
<b>Economics (2.18, 2.19)</b>	What importance does geography have in a national and/or global economy?	<b>Students will</b> <ul style="list-style-type: none"> <li>understand that scarcity is the basic economic problem facing individuals, societies, and nations.</li> <li>explore how international trade and multinational companies have led to a global economy.</li> <li>analyze how a nation's wealth and trade potential are tied to its resources.</li> </ul>

Sample Activities	Sample Extensions for Diverse Learners
<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>research major crops on products produced in various states and counties. Explain how geographic concerns have determined what will be their major crops or products. Also, trace how geographic features play a role in exports and imports.</li> </ul> <p><i>Technological suggestion: Use the internet to research information.</i></p> <ul style="list-style-type: none"> <li>explain why tobacco is common in Lexington and coal is common in eastern Kentucky.</li> <li>design a plan for an FBLA/DECA-sponsored school store. Write a proposal to the school administrator to present the operation of such a store.</li> <li>conduct research (target market survey) as to what items the school community would purchase if available and the cost effectiveness considering the size of the student population and competition in the area.</li> <li>develop an inventory tracking system for the items provided in the school store allowing for reorder amounts, price, and distribution.</li> <li>apply economic concepts to the roles people play in the economy (<i>i.e., consumers, entrepreneurs, investors, producers</i>). Write a play in which all are visible and present to an elementary or middle school class.</li> <li>examine the effectiveness of three different economic systems—command, market, and traditional. Compare and present in graph or chart form the advantages and disadvantages</li> </ul>	

<p>of each system.</p> <ul style="list-style-type: none"> <li>• budget for everyday expenses (<i>e.g., rent, groceries, car, etc.</i>) and discuss the realities of wants and needs.</li> <li>• research the positives and negatives of consumer credit. Discuss the responsible ways to use credit. Role-play consumers and consumer credit counselors in order to discuss relevant issues.</li> <li>• research the role of banks in our economy. Evaluate how to best use the resources and services banks provide (<i>e.g., loans, credit cards, checking accounts, savings accounts IRAs, mutual funds, etc.</i>). Create a chart listing the results.</li> </ul>	
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Academic Expectations	Guiding Questions	Correlation to Program of Studies
<p><b>Historical Perspective (2.20)</b></p>	<p>Why has the economy of the United States changed over time and have the changes improved the economic condition of its citizens?</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• understand how the United States economy has changed from a rural to an industrial economy to a leader in the global economy.</li> <li>• appraise the effects of technological changes, changes in consumer preferences, price inputs, environment, and legislation on supply and demand, and price of goods and services.</li> <li>• create demand curve graphs for two firms (one monopoly and one oligopoly) and explain the levels of output for a firm in perfect condition.</li> <li>• apply economic concepts through simulations.</li> <li>• apply math and communication skills within the technical content.</li> </ul>

Sample Activities	Sample Extensions for Diverse Learners
<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• identify the most important economic issues for the United States because of its participation in the global economy. Create a bulletin board that displays this information.</li> <li>• research trends in business after political or administrative change (<i>e.g., new president/CEO, different party in control of Congress; fall of communism in former Soviet Union; national election; mayor; sheriff; principal; school board, etc.</i>).</li> <li>• research the interconnectedness of the world economies. Explain the impact dips in world economies have on the U.S. economy. Create a web page showing the connections and why they are important to our economy.</li> <li>• explain how people invest in the stock market.</li> <li>• trace the impact political issues have had on the stock market. Explain how the stock market is able to now recover from a 500 point drop and was not able to recover in the 1920s. Present orally to class.</li> <li>• interview registered voters. Determine how important economic issues are in deciding which candidate they will select. Make sure business owners are included. Create a spreadsheet showing the market research numbers and results.</li> </ul>	

## Accounting I

**Course Description:** The accounting principles taught in this course are based on a double-entry system and include preparing worksheets, journals, ledgers, payroll taxes, and financial statements for a sole proprietorship, partnership, and corporation. Opportunities for exposure to automated accounting are provided. Leadership development will be provided through FBLA.

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.9, 2.7, 2.8 1.3, 5.1, 6.2 1.3, 2.37, 5.1 1.9, 2.8, 5.1  1.9, 2.7, 2.8  1.1, 2.37, 6.2 2.36, 2.38, 6.3  1.12, 4.0, 6.2  2.36, 2.37 1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• use electronic calculators in working accounting problems.</li> <li>• identify basic accounting terminology, concepts, and ethics.</li> <li>• analyze business transactions and financial statements.</li> <li>• demonstrate the ability to post to journals, to prepare worksheets and financial statements, and to post adjusting and closing entries.</li> <li>• identify banking procedures and apply correct accounting methods for all financial records.</li> <li>• explain terms and concepts of automated accounting.</li> <li>• compare the various careers in accounting; construct a career portfolio, including a resume, a letter of reference, and samples of work.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Accounting II

**Course Description:** The accounting principles taught in this course include an in-depth study of accounting principles, procedures, and techniques used in keeping financial records for sole proprietorships, partnerships, and corporations. There is an emphasis on automated accounting. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Accounting I

Academic Expectations	Content/Process
<p>1.16, 2.13, 6.1</p> <p>2.7, 2.8, 5.1</p> <p>1.16, 2.7, 2.8</p> <p>2.7, 2.8, 2.13</p> <p>2.7, 2.8, 5.4</p> <p>1.16</p> <p>2.37, 6.1, 6.2</p> <p>2.36, 2.38, 6.3</p> <p>1.16, 2.3, 5.3</p> <p>1.12, 4.0, 6.2</p> <p>2.36, 2.37</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>identify accounting terms and concepts related to computer operations, partnerships, corporations, departmental accounting, uncollectible accounts, plant assets, notes, advanced automated accounting, and managerial accounting.</li> <li>demonstrate the ability to journalize transactions and prepare financial statements for partnerships, corporations, and departmental transactions.</li> <li>illustrate journal entries for uncollectible accounts, plant assets, and notes payable and receivable.</li> <li>analyze advanced business transactions and financial statements.</li> <li>explain and demonstrate different inventory methods, budgeting systems, and the use of vouchers and coding.</li> <li>demonstrate the ability to use spreadsheets (simple and advanced).</li> <li>participate in a work-based learning experience (shadowing, mentoring, and/or co-op, etc.).</li> <li>research and analyze career opportunities in accounting and develop an employment portfolio (letter of application, resume, etc.) and examine the importance of work ethics.</li> <li>apply various accounting principles using different software packages and/or accounting simulations.</li> <li>utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> <li>apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>Financial Services Skill Standards</li> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Advanced Computer Applications

**Course Description:** This course is designed to provide students with an advanced-level experience with practical applications through hands-on instruction. Course content will include understanding of various hardware, software, operating systems, and care/operations. The software includes advanced applications using word processing, graphing, spreadsheets, database management, desktop publishing, and electronic communications. Leadership development will be provided through FBLA. Upon completion of this course, a student will be ready to take the core level tests for MOUS Certification.

**SUGGESTED PREREQUISITE:** Computer & Technology Applications

Academic	Content/Process
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<b>Expectations</b>	
<p>2.37, 5.3, 5.4</p> <p>1.16, 2.37, 5.3</p> <p>1.16, 2.9, 5.2</p> <p>1.15, 1.16, 2.22</p> <p>1.16, 5.2, 5.4</p> <p>2.36, 6.2, 6.3</p> <p>1.16, 2.37, 5.4</p> <p>1.2, 1.3, 5.4</p> <p>1.9, 1.10, 1.12</p> <p>2.36, 2.37</p> <p>1.12, 4.0, 6.2</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate at an advanced level creating, editing, saving, revising, and printing word processing documents, spreadsheets and related graphs, database files, and related reports.</li> <li>• show the integration of word processing, spreadsheet, and/or database files including graphs and graphics.</li> <li>• demonstrate at an advanced level creating, editing, saving, and printing desktop publishing documents, which include text and graphics using principles of layout and design.</li> <li>• illustrate at an advanced level electronic presentations using a variety of concepts available in presentation software.</li> <li>• design a personal and business web page.</li> <li>• research and analyze career opportunities in information processing and develop an employment portfolio (letter of application, resume, etc.).</li> <li>• develop Future Business Leaders of America projects using a variety of software applications.</li> <li>• analyze various hardware and software used by business and industry; examine operating systems.</li> <li>• apply math and communication skills within the technical content.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• MOUS Certification</li> </ul>	

## Advanced Finance and Credit

**Course Description:** This course is designed to develop an understanding of financial markets, investing institutions, and the finance and credit industry in our economic system. It includes an introduction to the allocation of financial resources, the effects of the finance and credit institutions on the business community, and the impact that financial decisions have on the consumer market. Areas of study include stock markets, bonds, futures, commodities, interest rates and the economy, interpretation of financial information, insurance and risk management, and job opportunities in the finance and credit area. This course should include real and/or simulated occupational experiences and projects. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*  
**SUGGESTED PREREQUISITE:** Business Principles and Applications OR Business Economics OR Financial Services I.

Academic Expectations	Content/Process
<p>2.14, 2.17 1.4, 2.15</p> <p>1.11, 5.4 1.12, 2.8, 2.18</p> <p>2.14, 2.30 6.2</p> <p>1.3, 5.3, 5.4</p> <p>5.5</p> <p>1.13, 5.2 1.2, 2.7, 2.8</p> <p>2.36, 6.1 2.37, 2.38 2.14, 2.18</p> <p>2.7, 5.3</p> <p>1.1, 2.7, 6.3 1.1, 6.2 2.7, 5.3, 5.4 5.1</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• recognize characteristics of good customer service.</li> <li>• develop an understanding of credit transactions including the laws that govern these functions.</li> <li>• apply math and communication skills within the technical content.</li> <li>• explain buying and selling stock, identify the various stock exchanges and indices, and discuss/interpret the conditions that affect stock market fluctuations.</li> <li>• develop an understanding of the profit objective of a financial institution.</li> <li>• investigate and discuss the federal and state deposit insurance guidelines and practices.</li> <li>• distinguish among various types of risk (economic, natural, human, pure, speculative, etc.) and evaluate the handling of business risk.</li> <li>• develop appropriate advertising campaign for financial institution; prepare marketing procedures for paper products and services.</li> <li>• differentiate between terminology for credit and savings transactions.</li> <li>• apply math, communication, and accounting skills in preparing and analyzing financial statements.</li> <li>• research career opportunities in the finance and credit industry.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• explain and analyze the sources of revenue for federal, state, and local governments.</li> <li>• identify sources and functions of consumer credit and explain the relationship of consumers with the economy.</li> <li>• analyze various aspects of foreign trade and finance, including foreign exchange and balance of trade.</li> <li>• differentiate between recession and depression.</li> <li>• examine financial management as it relates to government and business.</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Business Communication

**Course Description:** Business Communication is the study of written, oral, and electronic communication in a business environment. Emphasis is on writing letters, preparing and orally



presenting business reports, using the telephone in business, electronic transfer of information, using business information resources, listening and interpreting, and developing business messages. Leadership development will be provided through FBLA.  
**SUGGESTED PREREQUISITE:** Keyboarding Applications or its equivalent.

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.1, 5.4, 6.3</p> <p>1.16, 6.3</p> <p>1.11, 1.16, 5.4</p> <p>1.16, 6.2, 6.3</p> <p>6.3</p> <p>1.16, 2.36, 2.38</p> <p>2.36, 2.37, 6.3</p> <p>1.11, 1.16, 5.4</p> <p>1.12, 4.0, 6.2</p> <p>2.36, 2.37</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• identify the parts of speech, apply language arts rules, and use reference materials.</li> <li>• utilize grammar check, spell check, thesaurus, and proofreader's marks.</li> <li>• compose various types of business documents electronically, including those associated with employment.</li> <li>• identify, describe, and use different types of electronic communications.</li> <li>• demonstrate proper telephone etiquette.</li> <li>• demonstrate job interviewing techniques and develop a career portfolio (resume, letter of application, etc.).</li> <li>• research career opportunities in business communication-related careers.</li> <li>• compose and illustrate an oral report using appropriate visual aids (presentation software, etc.).</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Business Law

**Course Description:** This course develops an understanding of legal rights and responsibilities in personal law and business law with applications applied to everyday roles as consumers, citizens, and workers. The student will have an understanding of the American legal system, courts/court procedures, criminal justice system, torts, the civil justice system, oral and written contracts, sales contracts and warranties, and consumer protection. Legal terminology is emphasized. Leadership development will be provided through FBLA.

Academic Expectations	Content/Process
<p>2.14, 2.15, 2.19</p> <p>2.14, 2.15, 2.19</p> <p>2.30, 5.1, 6.3</p> <p>2.14, 6.1, 6.2</p> <p>2.14, 5.4, 6.3</p> <p>2.18, 5.1, 6.2</p> <p>2.14, 2.30, 5.1</p> <p>2.36, 2.38, 6.3</p> <p>1.12, 4.0, 6.2</p> <p>2.36, 2.37</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• identify ways laws affect individuals, sources of law, constitutional rights and responsibilities of U.S. citizens, and the responsibilities of government.</li> <li>• describe and analyze the American Legal System and identify the essentials of a contract and examine the characteristics of contracts.</li> <li>• explain various aspects of consumer protection including deceptive advertising, agencies which aid the consumer, and federal legislation.</li> <li>• explain commercial paper and commercial contracts and warranties.</li> <li>• describe rights and duties of employee, employer, and independent contractor and other important aspects of employment.</li> <li>• examine ways businesses can be created including their rights, limitations, and liabilities.</li> <li>• explain about real and personal property and wills.</li> <li>• research career opportunities in the legal profession.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Business Management

<b>Course Description:</b> This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided through FBLA.	
Academic Expectations	Content/Process
2.6, 2.18, 2.20 2.1, 2.2  2.16, 2.17, 2.19  1.10, 1.13, 1.14 5.3, 6.1, 6.3  2.36, 5.3  2.37, 2.38  1.16, 2.20  2.37, 3.0, 4.0  2.37, 3.0, 4.0  2.36, 2.37 1.9, 1.10, 1.12	<b>Students will</b> <ul style="list-style-type: none"> <li>• describe the economic system of the United States.</li> <li>• research the structure of business ownership and explain considerations in business planning.</li> <li>• identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance.</li> <li>• identify and compare sources of capital and marketing activities.</li> <li>• discuss how global issues and international trade has and will affect management types, styles, and trends.</li> <li>• research and analyze career opportunities in management and demonstrate leadership characteristics.</li> <li>• develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.</li> <li>• research and cite major laws/regulations that affect management and examine the importance of work ethic.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• participate in work-based learning (mentoring, shadowing, co-op, etc.) and service learning.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Business and Marketing Career Exploration

**Course Description:** This course provides students with a survey of skills needed for school-to-work transition. Opportunities to explore the business and marketing career cluster and career paths, to heighten self-awareness, and to develop priorities and career decision-making skills are also provided. A variety of instructional resources, self-assessment instruments, and career interest surveys are included. Interpersonal skill development and orientation to word processing, computer spreadsheet, and database are included. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

Academic Expectations	Content/Process
<p>1.12</p> <p>1.16, 2.36</p> <p>2.31</p> <p>2.3, 2.16, 2.19</p> <p>2.37, 2.38</p> <p>2.14, 2.17, 5.4</p> <p>2.29, 2.36</p> <p>2.17, 2.33</p> <p>1.16, 6.2</p> <p>1.9, 1.10, 1.12</p> <p>2.36, 2.37</p> <p>1.12, 4.0, 6.2</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>reinforce basic skills in human relations and in both written and oral communication including customer relations.</li> <li>develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers.</li> <li>complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations.</li> <li>complete a career interest survey identifying general likes and dislikes, personal skills, and job values.</li> <li>complete a job application, compose a resume and a letter of application, and prepare for an interview.</li> <li>define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics.</li> <li>develop and/or update Individual Graduation/Career Plans.</li> <li>develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals.</li> <li>develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle.</li> <li>apply communication skills within the technical content.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> <li>utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Business Principles and Applications

**Course Description:** This course establishes basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American free enterprise system and world economies; application of sound money management for personal and family finances; credit management; consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

Academic Expectations	Content/Process
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2.16, 2.18, 2.19  2.14, 2.15, 2.16  2.14, 2.18, 2.19 2.18, 2.33, 6.1 1.9, 2.18, 2.33  2.36, 2.38, 6.3  2.18, 2.30, 2.33 1.9, 2.29, 2.33  2.15, 5.1, 6.1  2.16, 2.18 1.12, 4.0, 6.2  2.36, 2.37 1.9, 1.10, 1.12	<b>Students will</b> <ul style="list-style-type: none"> <li>explain characteristics of the free enterprise system and economic growth, the law of supply and demand, role of automation and computers, the interdependency of people, and the importance of world trade.</li> <li>identify and analyze constitutional freedom, responsibilities, and rights of U.S. citizens, and discuss business ethics and areas in which businesses are thought to have social responsibility.</li> <li>differentiate capitalism, socialism, and communism; and identify demographic, geographic, and psychographic trends in consumer market.</li> <li>compare sole proprietorship, partnership, corporation, and cooperative; compare consumers' cooperative to a producers' cooperative.</li> <li>identify major types of financial institutions and define and explain terms relating to credit; explain what is involved in financial security, insurance and retirement planning, and saving and investing.</li> <li>research and analyze career opportunities in business and marketing and the relationship of education, employment, and wages; identify and describe good job search techniques; and prepare the necessary job application tools.</li> <li>analyze and discuss the role of the consumer; and recognize consumer rights and responsibilities; distinguish consumer and industrial markets.</li> <li>identify and explain what is involved in budgeting and demonstrate budgeting and recordkeeping; and examine aspects of resource management such as personal decision making and housing and automobile decisions (including insurance).</li> <li>identify and explain government and labor's role in business including the role of labor unions and taxation.</li> <li>identify the nine functions of marketing and explain the economic value of marketing.</li> <li>utilize activities of FBLA and/or DECA student organizations as an integral component of course content and leadership development.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> <li>apply math and communication skills within the technical content.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

### Business Technology

<b>Course Description:</b> This course is designed to be a hands-on exploration of business technologies in the following areas: accounting, finance and credit, business management, marketing, economics, and computer applications. Leadership development will be provided through FBLA.	
<b>Academic Expectations</b>	<b>Content/Process</b>
1.2, 5.1, 6.2 1.9, 2.18, 2.33  1.12, 2.17,	<b>Students will</b> <ul style="list-style-type: none"> <li>identify basic accounting terminology and concepts.</li> <li>identify major types of financial institutions and define and explain terms relating to credit and what is involved in financial security and income taxes.</li> </ul>

2.20 2.18, 5.3, 6.3 1.2, 1.16, 2.9 2.36, 6.2, 6.3 2.36, 2.37 1.9, 1.10, 1.12 1.12, 4.0, 6.2	<ul style="list-style-type: none"> <li>• identify and explain basic functions of management; identify criteria used in setting and achieving goals and developing leadership characteristics, and explain and evaluate various management strategies.</li> <li>• explain and analyze basic economic concepts and the role of business and individuals in a free enterprise system.</li> <li>• demonstrate concepts, terminology and uses of word processing software, spreadsheet software and graphs, database software, desktop publishing software, presentation software, electronic communications software, the Internet, and desktop management software.</li> <li>• research careers in business, management, and marketing and develop a personal portfolio of careers.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Computer & Technology Applications

**Course Description:** Students will use a computer and application software including word processing, presentation, database, spreadsheets, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented.

**Prerequisites:** Basic keyboarding skills or Keyboarding Applications

**Recommended:** 1 Credit

Academic Expectations	Content/Process
<p>1.11, 1.16</p> <p>1.16, 2.37</p> <p>1.16, 2.37</p> <p>1.16, 2.37</p> <p>1.11, 1.13, 1.16</p> <p>1.16, 2.8, 2.7</p> <p>1.16, 1.5-1.9, 2.7, 2.8</p> <p>1.16, 1.5-1.9, 2.7, 2.8</p> <p>1.16, 2.37</p> <p>1.16, 2.37</p> <p>1.10, 1.16, 2.37</p> <p>1.16, 2.37, 6.2</p> <p>1.16, 6.3</p> <p>1.16, 6.2, 6.3</p> <p>1.16, 6.2, 6.3</p> <p>1.16, 6.2, 6.3</p> <p>1.11, 1.16, 6.2</p> <p>1.16, 2.14, 2.16, 3.5, 3.6</p> <p>2.14, 5.4, 5.1</p> <p>1.16, 5.4</p> <p>1.16, 2.18, 2.37</p> <p>1.16, 6.3</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• use a word processing program to create, save, print, modify, spell-check, and grammar-check a simple document</li> <li>• use a word processing program to enhance the appearance of a simple document by using centered, right justification, boldface, underlined, and italicized text.</li> <li>• use a word processing program to change the default margins and line spacing.</li> <li>• use a word processing program to create a document with headers, footer, and footnotes.</li> <li>• use a presentation program with text body, graphics, and animation.</li> <li>• use an electronic spreadsheet to create, save, print, modify, and obtain graphs from a simple spreadsheet.</li> <li>• use an electronic spreadsheet to perform basic mathematical operations including, but not limited to, addition, subtraction, multiplication, and division.</li> <li>• use an electronic spreadsheet to calculate averages and percents.</li> <li>• use an electronic spreadsheet program to enhance the appearance of a spreadsheet by changing fonts, foreground, and background colors; and centering text across columns.</li> <li>• use a database management program to create, maintain, and print reports from a simple relational database.</li> <li>• use a database management program to customize the user interface by creating and maintaining forms and reports.</li> <li>• use a database management program to query tables using basic query operations such as "and", "or", "not", etc.</li> <li>• print in landscape and portrait orientations.</li> <li>• use the component of the operating system that helps the user manipulate files and folders to copy, move, rename, and delete files; and to create, copy, move, rename, and delete folders.</li> <li>• use a World Wide Web browser to navigate hypertext documents and to download files.</li> <li>• use Internet search engines and understand their advantages and disadvantages.</li> <li>• use an electronic mail program to send and receive electronic mail.</li> <li>• discriminate between ethical and unethical uses of computers and information.</li> <li>• demonstrate a basic understanding of issues regarding software copyright,</li> </ul>

	<p>software licensing, and software copying.</p> <ul style="list-style-type: none"> <li>• demonstrate an awareness of computer viruses and basic understanding of ways to protect a computer from viruses.</li> <li>• demonstrate a basic understanding of the impact of computers on society.</li> <li>• use and understand basic computer terminology.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• FBLA, DECA, SkillsUSA-VICA, TSA, STLP</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• Kentucky Occupational Skill Standards</li> </ul>	



## Electronic Office

**Course Description:** This course refines the skills established in previous business courses using the most up-to-date technology. Emphasis is on computer simulations that best prepare students for the 21<sup>st</sup> century. A computerized workstation with industry-standard software is required for each student. The course content includes advanced word processing applications, database management, spreadsheet applications, employability skills, communication skills, ethical considerations, and office environment management. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Word Processing or Computer and Technology Applications

Academic Expectations	Content/Process
<p>1.16, 2.36, 2.38</p> <p>1.10, 1.11, 2.30</p> <p>1.11, 1.16, 5.4</p> <p>1.4, 1.10, 1.16</p> <p>1.3, 1.16, 2.34</p> <p>1.10, 1.16, 5.1</p> <p>1.2, 1.3, 1.16 2.37, 3.0, 4.0</p> <p>1.12, 4.0, 6.2</p> <p>2.36, 2.37</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• research and analyze career opportunities in office careers; demonstrate job interview techniques; develop an employment portfolio (letter of application, resume, etc.); and examine an employment test you take.</li> <li>• analyze and design the organization of offices; analyze the duties of office workers; and explain and analyze office ergonomics.</li> <li>• create and format various personal and business documents using word processing software; apply language arts' rules; use proofreaders' marks, spell check and thesaurus, reference materials, and grammar check.</li> <li>• use the computer and electronic calculator, electronic desktop management software, and machine transcription equipment and transcribe documents.</li> <li>• demonstrate proper telephone etiquette and identify different types of electronic communications and explain and use postal and shipping services.</li> <li>• explain records management and demonstrate the various methods of filing and create a database management system.</li> <li>• identify and demonstrate reprographics and communication skills.</li> <li>• demonstrate work-based learning (shadowing, mentoring, co-op, etc.) and service learning.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Entrepreneurship

**Course Description:** This course provides students the opportunity to explore the rewards and risks of business ownership. Emphasis is given to the characteristics of successful entrepreneurs: planning, organizing, and beginning a business; financing and managing the enterprise; franchising opportunities; and sources of financing. Cooperative and/or shadowing experiences may be used to enhance course instruction. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

Academic Expectations	Content/Process
<p>1.4, 1.12 1.8, 2.1, 2.8, 2.11 1.16  1.4, 2.20, 2.1 2.36, 2.37, 2.38 2.4, 5.5, 6.1, 6.2 2.21, 2.25 2.33 1.1, 5.1, 5.4 2.14, 2.29, 5.1, 6.2 2.2, 2.3, 2.15, 2.18 2.2, 2.3, 2.7  5.3 2.8, 2.30 2.14, 2.29  1.6, 5.1, 6.3  1.12, 4.0, 6.2  2.36, 2.37 1.9, 1.10, 1.2</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate strong customer service orientation.</li> <li>• describe the financial statements needed for a business plan and the purposes in financial planning.</li> <li>• investigate the role of international trade, opportunities of global markets, and the potential of international trade.</li> <li>• describe the legal considerations for starting a business.</li> <li>• formulate a business plan and describe its components, recognizing the dual roles of a small business owner.</li> <li>• distinguish intensive, integrative, and diversification growth strategies.</li> <li>• explain the purpose of a working business plan.</li> <li>• identify sources of assistance for entrepreneurs.</li> <li>• discuss market analysis to determine target market (who is the customer).</li> <li>• examine the role of management in a successful business, specific management techniques for small business, and management strategies.</li> <li>• analyze the risks and rewards of starting a business.</li> <li>• analyze pricing in the marketing mix, pricing strategies, and the establishment of a pricing strategy.</li> <li>• describe the role of market analysis in business ownership.</li> <li>• identify, evaluate, and select sources for financing a business venture.</li> <li>• identify training procedures, hiring policies, and rights and responsibilities of small business employees.</li> <li>• select and analyze computer software/hardware options for small business; examine benefits of organization membership.</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Retail Skill Standards</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Exploratory Computers

**Course Description:** This course is for 7<sup>th</sup> grade students and is a 6-, 9-, or 12-week course that provides the student with hands-on illustration of the following:

- ◆ Keyboarding—apply appropriate fingering techniques and posture
- ◆ Word Processing—create, edit, print, save, and retrieve documents
- ◆ Database—enter data, search and sort, and create simple reports
- ◆ Spreadsheets—enter data, calculate, and print reports
- ◆ Career Exploration—explore career opportunities
- ◆ \*Graphics—create, print, save, and retrieve data
- ◆ \*Telecommunications—introduction to information transfer, electronic mail, and database

*\*If software is*

*available\**

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.16, 2.34, 2.35</p> <p>1.16, 2.7, 2.10, 2.36, 2.37, 2.38</p> <p>1.1, 1.10, 6.1, 1.16, 2.37, 2.37, 3.0</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate proper keyboarding techniques.</li> <li>• apply formatting to block style letters, reports, charts/tables, and spreadsheets.</li> <li>• explore job and career opportunities in computer-related areas and recognize the importance of communication skills.</li> <li>• apply standard rules of spelling, punctuation, grammar, and capitalization.</li> <li>• identify and explain telecommunications.</li> <li>• identify characteristics of positive work habits and a good work ethic.</li> <li>• demonstrate organization and care of workstation.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Age-appropriate software packages.</li> <li>• <i>Kentucky Cyber Keys: A P-8 Guide to Keyboarding</i></li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Financial Services I

**Course Description:** This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students interested in pursuing a career in the financial institution field. It involves operation of a student financial center in cooperation with a sponsoring bank, which provides application of banking and financial procedures and concepts. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*  
**SUGGESTED PREREQUISITE:** One Business Or Marketing credit and Special Permission of the Instructor

Academic Expectations	Content/Process
<p>1.3, 2.33</p> <p>2.36, 2.37</p> <p>2.7, 2.8, 6.2</p> <p>2.16, 2.17</p> <p>1.1, 2.18</p> <p>2.37, 2.38</p> <p>1.2, 2.30</p> <p>2.7, 2.8</p> <p>2.30, 4.0</p> <p>6.3</p> <p>1.12, 4.0, 5.1</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop and manage a student financial center through the sponsorship of a local bank.</li> <li>• research career opportunities in financial services.</li> <li>• demonstrate financial activities of a student financial center including preparing and analyzing financial statements.</li> <li>• apply communication skills and demonstrate appropriate customer/employee and employee/employer interactions/relations.</li> <li>• define basic banking terminology and develop an understanding of how banks function within the U.S. economy.</li> <li>• develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.</li> <li>• define examples of credit used by consumers, businesses, and government.</li> <li>• apply math and communication skills within the technical content.</li> <li>• develop standards and policies for extending credit and making collections.</li> <li>• discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.).</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• National Retail Skill Standards</li> </ul>	

## Financial Services II

**Course Description:** Financial Services II is a continuation of Financial Services I, providing opportunities to enhance students' math and English portfolio writings. Students continue to learn and practice financial activities associated with the operation of a bank and other finance-related institutions in addition to assuming management and supervisory responsibilities, including training "new employees." Students will participate in a work-based learning experience (i.e., co-op, internship, shadowing, mentoring, etc.). Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

Academic Expectations	Content/Process
<p>1.3, 2.33</p> <p>6.1, 6.2</p> <p>2.36, 2.37 2.7, 2.8 1.12</p> <p>2.37, 2.38 1.1, 2.16, 2.18</p> <p>2.8, 2.11 6.3</p> <p>1.12, 4.0, 5.1</p> <p>5.2, 5.5, 2.37</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate interpersonal management skills and provide training and supervision for new employees.</li> <li>• participate in a work-based learning experience (i.e., shadowing, mentoring, internship, or co-op) related to a financial services industry.</li> <li>• explain operations of the student financial center to first-year students.</li> <li>• plan, organize, and prepare financial center for opening.</li> <li>• apply communication skills by preparing and presenting oral presentations on work ethics, professional image, and other work-related topics.</li> <li>• update employment portfolio and individual graduation plan.</li> <li>• demonstrate decision-making skills and teamwork by reviewing current fee structure, policies, interest rates, and products and making recommendations for change if needed.</li> <li>• apply appropriate math and communication skills relative to the career cluster.</li> <li>• discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.).</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• continue simulated work experience in the student bank and shadow personnel in a finance-related position.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• National Retail Skill Standards</li> </ul>	

## International Business

**Course Description:** This course is designed to provide students with basic knowledge and skills related to international economic activities and global business transactions. Students will examine the relationship of global business activities to nations, companies, and individuals in their roles as workers, consumers, and citizens; and will examine economic, cultural, geographic, historic, and technological influences on global business activities, management principles, human relation theories, information systems, production, marketing, and finance activities. Students will also explore career planning, mathematical and data analysis, written and oral communication, and problem-solving skills related to international business activities. Leadership development will be provided through FBLA.

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>2.16, 2.20, 5.3</p> <p>2.16, 2.20, 5.3</p> <p>2.17, 2.18, 5.1</p> <p>2.17, 2.18, 5.1</p> <p>2.17, 2.19, 5.3</p> <p>2.17, 2.19</p> <p>2.17, 2.19</p> <p>2.8, 2.17, 2.19</p> <p>2.16, 2.17, 2.19</p> <p>1.16, 2.17, 2.37</p> <p>2.36, 2.37</p> <p>1.12, 4.0, 6.2</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• explain the impact international business has on consumers, businesses, and countries.</li> <li>• discuss how the economic, socio-cultural, political, legal, and technological influences affect international business activities.</li> <li>• analyze foreign trade activities.</li> <li>• define methods of conducting international business.</li> <li>• describe information systems and communications for international business.</li> <li>• evaluate human resource needs.</li> <li>• evaluate business management techniques and international marketing activities.</li> <li>• analyze foreign exchange rates and currency values.</li> <li>• analyze the global impact of the stock and bond markets.</li> <li>• research and analyze career opportunities in international business.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Keyboarding Applications

**Course Description:** This course is designed for students who have little or no keyboarding experience. Keyboarding Applications will develop the touch system of keying with added emphasis on the development of proper keyboarding techniques, speed, and accuracy. Six to nine weeks will be spent developing the touch system. The student will apply techniques for proofreading, editing, word division, capitalization, and punctuation for production of mailable copies of letters, simple business forms, tabulated information, and manuscripts. A computerized workstation with appropriate software is required for each student. \*Telecommunications concepts may be addressed through simulation or application. After completion of Keyboarding Applications, a student may take either Word Processing or Computer and Technology Applications. Leadership development will be provided through FBLA.

*Schools may determine through an appropriate test instrument whether students will enroll in Keyboarding Applications, Computer and Technology Applications, or Word Processing.*

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.16, 2.34 1.1, 1.10, 6.1 2.37, 2.7, 5.3</p> <p>1.16, 5.5</p> <p>1.11, 2.36, 6.1 1.16, 2.36, 2.37</p> <p>1.16, 2.36, 2.38</p> <p>2.37, 3.0, 5.4</p> <p>2.37, 3.0, 4.0</p> <p>1.9, 1.10, 1.12 2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate keyboard techniques.</li> <li>• apply language rules, proofreader's marks, and reference materials.</li> <li>• apply basic formatting procedures and manipulate data in letters, reports, simple tables, spreadsheets, graphics, graphs and charts, and databases.</li> <li>• create or simulate electronic communication and telecommunications of the following: voice, data, image, text, and video.</li> <li>• compose documents.</li> <li>• research and analyze career opportunities in computer-related careers.</li> <li>• complete a career portfolio which includes letter of application, employment application, letter of reference, resume, interviewing techniques, follow-up letter, and letter of resignation.</li> <li>• develop good work habits and a work ethic that impacts success at school and in the workplace.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• apply communication skills within the technical content.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Legal Office

**Course Description:** This course enables a student to gain concepts, skills, and techniques in legal terminology and various forms used in the legal profession. The recommended prerequisite is Word Processing. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Computer and Technology Applications or Word Processing

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.1, 5.3, 6.3 1.16, 5.1, 6.3 1.16, 5.1, 6.3 1.3, 1.16, 5.4 1.16, 2.37, 2.38 1.10, 1.11 2.36, 2.37 1.9, 1.10, 1.12 1.12, 4.0, 6.2</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• explain legal terminology and legal business terminology.</li> <li>• apply formatting to court documents such as adoption papers, affidavits, briefs, depositions, etc.</li> <li>• apply formatting to client documents such as mortgages, promissory notes, wills, etc.</li> <li>• demonstrate the ability to take and transcribe minutes from a meeting.</li> <li>• research and analyze career opportunities in legal careers; demonstrate job interview techniques; and develop an employment portfolio (letter of application, resume, etc.).</li> <li>• apply standard rules of spelling, punctuation, grammar, and capitalization.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply communication skills within the technical content.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Mathematics for Business and Industry

**Course Description:** This course enables the student to explore mathematical content for personal, business, and industrial use. Math concepts and skills are applied through study and problem-solving activities in real-world situations in the following areas: banking, measurement, borrowing and investing, consumer purchases, and financial management. Appropriate business forms are used in each unit. Leadership development will be provided through FBLA.

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.16, 2.7, 2.8 1.9, 2.7, 2.8 2.7, 2.8, 2.18 1.9, 2.7, 2.8 2.37, 3.0, 4.0 2.36, 6.2, 6.3 1.1, 1.9, 2.7</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• use the touch method on electronic calculators to solve real-world mathematical problems which relate to business and industry.</li> <li>• apply math and communication skills within the technical content.</li> <li>• use mathematical operations to enable students to understand gross and net income and different methods of earning income.</li> <li>• demonstrate mathematical reasoning in figuring and recording checking and savings account transactions.</li> <li>• recognize the opportunity to participate in Future Business Leaders of America as a productive group member.</li> <li>• research and analyze career opportunities requiring application of math skills.</li> </ul>



1.9, 2.7, 2.8	• use mathematical reasoning to compare cash purchases, credit cards, charge accounts, markups, and discounts.
1.16, 2.7, 2.8	• demonstrate mathematical reasoning in calculating various types of loans, investments, and interest, including compound interest.
1.9, 2.7, 2.30	• design and manipulate spreadsheets and graphs according to the availability of technology.
1.9, 2.7, 2.30	• use mathematical problem solving to figure the costs involved in purchasing and maintaining a vehicle and a home and the methods of figuring depreciation.
1.9, 2.7, 2.8	• identify and compare various types of insurance.
2.36, 2.37	• demonstrate mathematical applications relating to personnel, production, sales, marketing, warehousing, and distribution.
1.12, 4.0, 6.2	• demonstrate employability and social skills relative to the career cluster.
	• utilize activities of FBLA as an integral component of course content and leadership development.
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Medical Office

**Course Description:** This course enables a student to gain concepts, skills, and techniques in medical terminology and various forms used in the medical profession. The recommended prerequisite is Word Processing. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Computer and Technology Applications or Word Processing.

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.1, 5.3, 6.3 1.16, 5.1, 6.3 2.29, 5.1, 6.3 1.9, 2.7, 5.4 1.4, 1.16, 5.4 1.16, 2.37, 2.38 1.10, 1.11 1.12, 4.0, 6.2 2.36, 2.37 1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• explain medical terminology.</li> <li>• apply formatting to medical documents such as admitting forms, discharge forms, insurance forms, etc.</li> <li>• demonstrate the ability to handle scheduling, to receive and process patients/visitors, to properly code diagnoses and surgical procedures, and to work with other patient services and records.</li> <li>• illustrate financial services involved in the medical profession such as accepting payment of patient accounts and billing.</li> <li>• demonstrate the ability to transcribe medical records.</li> <li>• research and analyze career opportunities in medical careers; demonstrate job interview techniques; and develop an employment portfolio (letter of application, resume, etc.).</li> <li>• apply standard rules of spelling, punctuation, grammar, and capitalization.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Multimedia Publishing

**Course Description:** This hands-on course applies publishing and presentation concepts through the development of sophisticated business documents and projects. These documents include, but are not limited to, brochures, manuscripts, reports, programs, catalogs, newsletters, flyers, business forms, graphs, web pages, on-screen presentations, and video productions. Equipment such as scanners, digital cameras, video cameras, and color laser printers, may be utilized in creating the documents. Formatting, editing, page layout, and design concepts are taught. Distribution ready publication standards are applied to all projects. Students will develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills.

**PREREQUISITE:** Computer and Technology Applications.

**RECOMMENDED:** 1 Credit

Academic Expectations	Content/Process
<p>1.1, 1.2, 1.16</p> <p>2.9, 2.10</p> <p>2.36, 2.37, 6.3</p> <p>1.13, 5.4</p> <p>5.2, 5.4</p> <p>1.13, 2.9</p> <p>1.15, 2.22</p> <p>1.16, 2.9, 5.2</p> <p>1.16, 5.5</p> <p>1.13, 2.10</p> <p>1.13, 2.9, 2.10</p> <p>2.36</p> <p>1.12, 4.0, 6.2</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• apply language rules and proofreader's marks; use reference materials, style, grammar, and spell check.</li> <li>• define and apply terminology associated with desktop publishing, layout, and design.</li> <li>• research and analyze career opportunities in multimedia publishing and graphic arts.</li> <li>• use industry-standard hardware and software components of a multimedia publishing system such as digital cameras, scanners, &amp; video cameras</li> <li>• apply basic HTML to create a simple web page</li> <li>• compose and design effective business publications and documents.</li> <li>• develop multimedia presentations (slide show, video, audio, etc.).</li> <li>• design page layout with appropriate proportions, balance, and typography.</li> <li>• demonstrate the ability to use the Internet</li> <li>• use business graphics and paint, draw, and image-editing programs.</li> <li>• design Career &amp; Technical Education Student Organizations documents using effective multimedia publishing skills.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• utilize activities of a Career &amp; Technical Education Student Organization as an integral component of course content and leadership development.</li> <li>• apply math, science, and communication skills relative to the career major.</li> <li>• design a web page using a software package</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• FBLA, DECA, SkillsUSA-VICA, TSA, STLP</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Touch Keyboarding for 4-6<sup>th</sup> Grade

**Course Description:** This is a six-to-nine week course where students will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

Academic Expectations	Content/Process
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1.16, 2.34, 2.35 1.16, 2.7, 2.10 1.1, 1.10, 6.1 2.37	<b>Students will</b> <ul style="list-style-type: none"> <li>• demonstrate proper keyboarding techniques.</li> <li>• apply formatting to simple documents (letters, reports, and articles).</li> <li>• apply standard rules of spelling, punctuation, grammar, and capitalization.</li> <li>• organize and maintain workstation.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Age-appropriate software packages</li> <li>• <i>Kentucky Cyber Keys: A P-8 Guide to Keyboarding</i></li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Word Processing

**Course Description:** This course is designed for students who have already developed proficiency in Exploratory Computers (or its equivalent). The student will spend two to three weeks reviewing the touch system of keying with emphasis on proper technique and developing speed and accuracy. The student will apply techniques for composing, proofreading, editing, word division, capitalization, and punctuation for production of mailable copies of letters, business forms, tables, and reports. In-depth instruction for the generation of desktop publishing documents, spreadsheets, graphics, graphs, charts, and databases through application is a vital part of this course. The student will also research career opportunities in computer-related careers. A computerized workstation with appropriate software is required for each student. Leadership development will be provided through FBLA.

*\*Telecommunications concepts may be addressed through simulation or application where Telecommunications software is available.\** Schools may determine through an appropriate test instrument whether students will enroll in Keyboarding Applications, Computer Applications, or Word Processing.

**SUGGESTED PREREQUISITE:** Exploratory Computers or Keyboarding Applications.

Academic Expectations	Content/Process
<p>1.16, 2.34</p> <p>1., 1.10, 6.1</p> <p>1.16, 2.37, 5.4</p> <p>1.2, 1.4, 6.3</p> <p>1.16, 5.5</p> <p>1.11, 1.16, 6.1</p> <p>2.36, 6.2, 6.3</p> <p>2.36, 2.38, 6.3</p> <p>2.37, 3.0, 5.4</p> <p>2.37, 3.0, 4.0</p> <p>2.36, 2.37</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate correct technique in operating the keyboard; use skill building drills to increase accuracy and speed.</li> <li>• apply language rules, proofreader's marks, and reference materials.</li> <li>• apply basic and advanced formatting procedures and manipulate data in the following: letters, reports, tables, spreadsheets, graphics, graphs and charts, and databases.</li> <li>• identify steps in the word processing cycle; and define and use terminology associated with office automation concepts.</li> <li>• create or simulate electronic and telecommunications in the following: voice, data, image, text, and video; and create desktop publishing documents.</li> <li>• compose documents using basic formatting guidelines.</li> <li>• research and analyze career opportunities in computer-related careers.</li> <li>• complete a career portfolio which includes a letter of application, an employment application, a letter of reference, a resume, interviewing techniques, a follow-up letter, and a letter of resignation.</li> <li>• develop good work habits and a work ethic that impacts success at school and in the workplace.</li> <li>• utilize activities of FBLA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	